

Changemakers: Storytelling, Social Justice and the Courage to Create Change



At its heart, the Changemakers programme is built on a simple belief: those who experience education should play an active role in shaping it.

At London College of Communication, Changemakers create spaces where students and staff can come together to listen, question, imagine, and co-create. Through partnership, dialogue, and creative practice, they help us better understand the lived realities of learning and the conditions that enable students to thrive.

This year's publication emerges from that commitment. It reflects a growing recognition that storytelling is not simply a way of documenting experience; it is a way of generating knowledge. Stories help us make sense of belonging, exclusion, identity, creativity, and community. They reveal what data alone cannot. They help us understand not only what is happening within our institution, but why it matters.

Throughout the year, Changemakers have worked alongside students, staff, and external partners to explore questions of equity, social justice, and participation. Through projects such as Visualising Justice, they have demonstrated how art, design, dialogue, and creative expression can become powerful tools for reflection, inquiry, and change.

This work is not always straightforward. Genuine co-creation requires us to sit with complexity and contradiction. It asks institutions to share power, value lived experience as expertise, and remain open to

challenge. It requires courage to question established practices and compassion to listen to perspectives that may differ from our own.

Yet it is precisely within these tensions that meaningful learning takes place.

The Changemakers programme is grounded in values of collaboration, curiosity, justice, and care. It recognises that educational transformation is rarely achieved through policy alone. Instead, it emerges through relationships, conversations, and collective acts of creativity that help us imagine new possibilities together.

The pages that follow capture more than a year's worth of activity. They represent a community of students and staff committed to creating a more inclusive and socially responsive learning environment. They are a testament to the power of partnership and to the belief that when we create space for marginalised voices to be heard, we create opportunities for all of us to learn.

Ultimately, this publication asks a question that continues to guide our work:

How do we tell the stories of marginalised voices, understand their experiences, and amplify their courage to create change in ways that are both real and authentic?

The contributions that follow offer some of the answers.

(Brazant, K. J.)